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This report highlights selected portions of a conference that dealt with communication between the public and the schools. The text was written specifically for persons involved in planning higher education and persons who would profit from the establishment of new communication training programs. Some of the broader topics discussed include (1) the communication problem, (2) training educators to communicate, (3) educational reporters, (4) the implementation of suggestions, (5) certification requirements, and (6) research needed. (HW)

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A Conference

November 30 — December 1, 1967

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Co-Sponsored by
Project Public Information
Stanford University

Conference

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Stanford University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A Conference

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Text by Al Holliday

Public Understanding of Education as a Field of Study

Contents

Page
2 A Crucial Problem
5 We Have Not Communicated Well
9 The Real Source of the Problem
14 Training Educators to Communicate
17 Training Educational Communication Specialists
21 What about the Education Reporter?
24 How Can Suggestions be Implemented?
26 Establishment of Standards May Force Issue
27 One State has set Certification Requirements
28 In the Meantime, What?
30 Research Needed
31 One University's Reaction
32 Reflections on School and Society Communication
33 Participants
33 Credits

The school library is your library. All students are encouraged to use it at all times.
The library will be closed to students until further notice to enable teachers to use it as a workroom.
. . . "Up the Down Staircase" by Bel Kaufman

A Crucial Problem

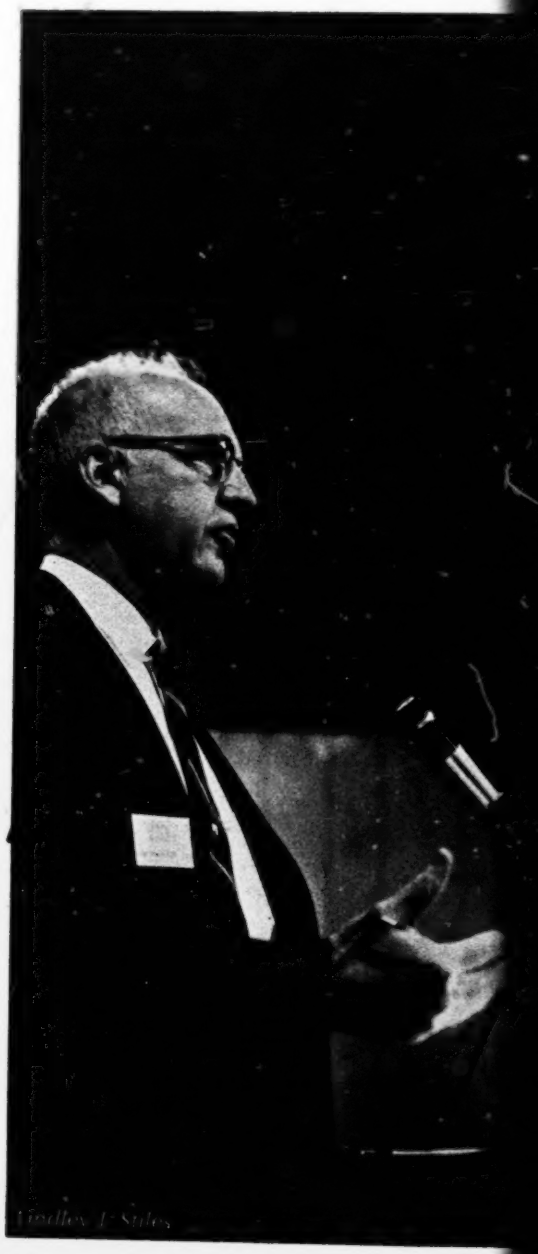
In the course of working with state departments of education for a year and a half, it has become apparent to Project Public Information staff members that one of the crucial problems facing education today is a lack of qualified personnel to tell the story of the nation's schools. This personnel shortage exists on many levels—not only among those who serve state departments and school systems as public information officers, but also among those who serve the news media.

As chief state school officers joined with PPI to develop a better dialogue with the public, they began to say, "Yes, we believe in this, but where do we go to get qualified people?" And we have been hard pressed to make recommendations.

Lindley Stiles has done an excellent job of helping us understand why. In his publication, *The Present State of Neglect*, published by PPI in November, 1967, he reports that only seven of the 131 institutions he surveyed were preparing educational public information specialists.

Dean Stiles' study also indicates that few educational administrators have been prepared for the difficult job of maintaining good relations with the public. He found that only 60 of the 131 institutions were making any effort to acquaint prospective school administrators with the field of public information.

Because of the implications of Dean Stiles' study, Project Public Information, in cooperation with Stanford University, sponsored a conference on November 30 and December 1, 1967. College and university deans of education and of journalism, public school administrators, state department of education administrators, and representatives of the



media met in Palo Alto, California, to examine public understanding of education as a field of graduate study.

At the outset of the conference, we made three assumptions basic to an examination of educational communication.

First, we think that public education is vital to American society; democracy cannot work without an enlightened electorate. Fortunately, our schools have traditionally succeeded in preparing the public for the responsibilities required of a self-governing people.

Second, we feel that public understanding of education and educational understanding of the public are essential if schools are to continue meeting the needs of society.

Third, we feel that public understanding of education is not what it ought to be.

There appears to be considerable evidence for this third assumption. For example, animosity between educational administrators and the general public seems to be growing. The two groups increasingly disagree over the quality of the schools, the relevance of the education offered, the ways to solve financial crises, the equality of educational opportunities for minority groups.

The media, generally, do not do as well as they should in helping the public understand education. Too many media representatives treat education as bulletin-board or crisis journalism, in much the same way as they cover ladies' clubs or the latest city hall scandal.

Moreover, educators themselves have done relatively little to bridge the information gap. The quality and quantity of educational communications, both internal and external, are minimal in most school systems in the country.

The first two assumptions — that education is vital to the democratic process and that mutual understanding between education and its publics is needed if education is to grow — provided the foundation of the Palo Alto conference. The third assumption —that public understanding of education today is not what it should be — was the focal point of the conference.

During the course of the conference, we were anxious to get reactions to a number of questions. Why, for instance, has the public-educator love affair soured in many sections of the nation? Why don't educators communicate better? Why do the news media focus more attention on crisis than on curriculum? Should schools employ public information specialists? What skills and talents should these specialists possess? What kinds of research are needed? How can we increase the educational administrator's commitment to public communication? How can competent education reporters be trained? And how can colleges and universities be stimulated to initiate new school public information programs?

We did not get all the questions answered at this conference. In some cases, new questions were raised by participants.

But the general feeling of the 50 conference participants was that there is a definite need for new college and university training programs in communication for educational administrators and school public information specialists, and that greater quality and quantity of communication among educators, citizens, and media representatives can result in the improvement of American education.

—Richard G. Gray
Dean W. O'Brien

"Here's another fine mess you've gotten me into" ...said Hardy to Laurel

We Have Not Communicated Well

"We educators are victims of our own success," Florida state superintendent Floyd Christian told conference participants, "and this success has come back to plague us."

"We have claimed," said the Florida schoolman, "that for a democracy to survive and for our people to remain free, we must teach everybody to read and write. We wanted them to be able to think and understand, to argue intelligently and still retain an appreciation for practical compromise, to ask meaningful questions and not be satisfied with superficial answers.

"We have accomplished this with surprising success. And this success has

(continued)

come back to haunt us.

"The people learned to read. And they learned to listen. So they read books which claim that Johnny can't read and listen to speeches which suggest that schools have failed in everything. They learned to write and so they write letters to the editor complaining about 'the waste and frills' in education and ask 'why don't we return to the good old days?' and 'why aren't our children getting a good education?'

"We were so proud of our success that we were totally unprepared for this sudden but widespread criticism.

"While trying to retain our composure, we comforted each other by reviewing the progress we had made in recent years. We admitted that our educational system wasn't perfect, but we continued to be puzzled by what we considered unwarranted attacks by an uninformed minority.

"However, much to our surprise, the criticism gained momentum. Educators then looked at each other with increased concern and began searching for answers to this accelerating dissatisfaction with our educational system.

"In a systematic effort to find out where, when and how we had lost public support and understanding, we retraced our steps to the 'good old days' when the college professor, the county superintendent, the local principal and the classroom teacher enjoyed considerable status in the community, when educators used to enjoy the same image as the family doctor.

"We remember with considerable pride that our decisions were not questioned and our judgment was respected. We told parents not to worry about their children's education and assured them we would handle this simple and relatively inexpensive responsibility. We only asked that they accept — and pay for — a time-proved academic prescription. Since it was the same prescription they had taken as children, they faithfully paid the bills and continued to respect our judgment.

"However, educators gradually recognized the need to change the ingredients in this popular prescription and for various reasons education became more expensive. Since the public had accepted our wisdom in the past we felt no obligation to explain the new ingredients or justify changing the prescription. After all, we rationalized,

"Educators gradually recognized the need to change"

they are not professionally trained to appreciate the advantages of these changes so let's not confuse them.

"This was our first mistake. And it proved to be a costly one.

"We changed the curriculum. We added a considerable number of nonteaching personnel to the budget to assure the success of the new ingredients. New positions like those of guidance counselors, teaching consultants, audio-visual experts, social workers and school psychiatrists were created.

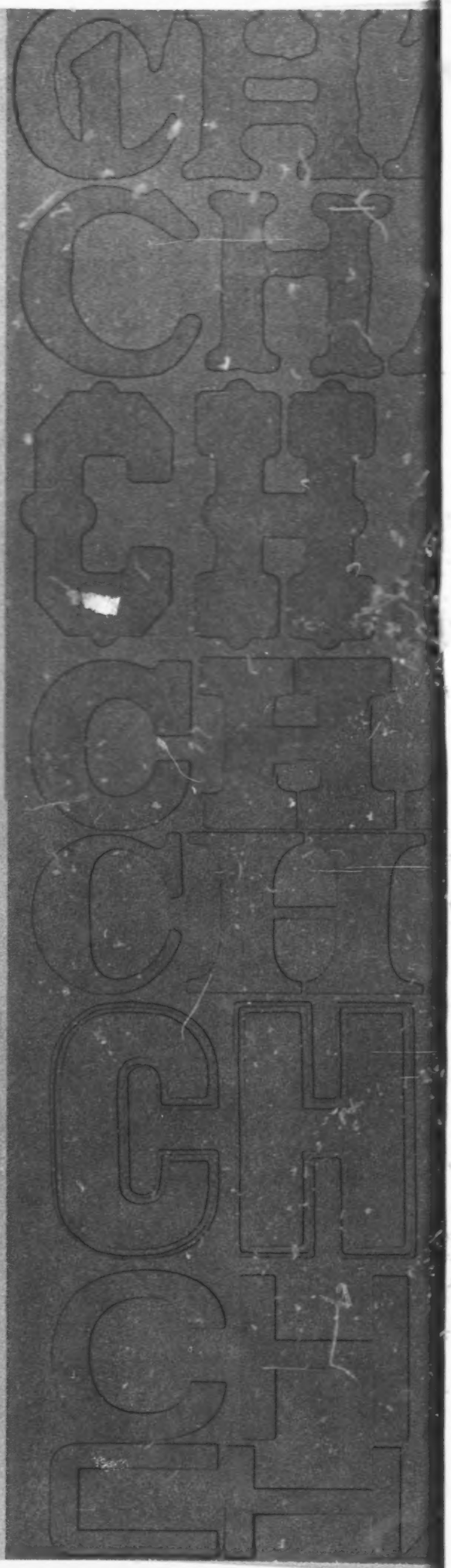
"As the burden of increasing costs grew heavier and children began embarrassing their parents by asking for assistance in solving the new math, these heretofore passive parents sat up and took a new look at education. Suddenly *they* recognized that we had changed the prescription.

"But our troubles had only begun. While we were recovering from the avalanche of hostile inquiries by parents, we began hearing rumblings of an internal revolution. The teachers who had been obediently passing out our academic medicine for years suddenly spoke up and told us they wanted to be included in any plans to change the ingredients of all future prescriptions. The crowning blow came when the students, who had been taking the prescription for years without protest, abruptly decided it didn't taste good any more.

"Then it finally dawned on us. We were living in the past as we tried to prepare for the future. For as long as we could remember, parents had left education to the educators, teachers had passively accepted their assigned duties and students had objected to nothing other than excessive homework.

"Unfortunately, many administrative educators believed they could retain their position in this harmonious relationship while changing the responsibilities, roles, habits and activities of everyone else.

"The criticism we now face erupted when we began making changes in our traditional education system without preparing our three most important audiences for these changes. I refer to the parents who were expected to financially support the changes, the teachers who were expected to implement the changes and the students who were expected to experience these changes.



"The key to implementing change is effective communications"

"As you would imagine, these three groups protested for different reasons.

"While many parents and taxpayers objected because the changes were accompanied by a need for additional funds, equally as many rebelled because the changes were foreign to their own educational experience. And no one had attempted to explain the advantages of the changes.

"Many teachers resisted the changes because they were not consulted when the decision was made to forsake the old for the new. They had a negative reaction because they were not involved in the decision-making process.

"Ironically, the students protested for a remarkably different reason. They were not opposed to the changes, but were afraid the changes were not being implemented quickly enough to equip them to live in tomorrow's society. They were armed with a fierce impatience and no one had explained that change is a time-consuming process.

"We committed a monumental blunder by failing to recognize the nature of change. Change represents different things to different people. Some view it with suspicion and greet it with resistance. Others recognize it as an escape from an unacceptable status quo.

"Educators, more than anyone else, should realize the key to implementing change is effective communications. In essence, we failed to gain support for the changes we championed because we did not communicate effectively with those who must support these changes."

Another conference speaker, Phi Delta Kappa editor Stanley Elam, expressed his opinion that, "For the first time governments are now acting on the hypothesis that good education can produce the good society. One could reply, perhaps, that our founding fathers had exactly the same notion, and of course a number of them did. However, it was only after Sputnik, with enactment of the National Defense Education Act, that the federal government began to use education actively as an instrument of national goals. Not until just a few years ago did we get a man in the White House who would like to go down in history as the first great education President.

"The growing recognition that as society becomes more complex, as knowledge expands, we are more and more dependent on the schools,has produced a potentially dangerous peak of public esteem for education. It is dangerous," said Elam, "because this esteem for education is not the same as esteem for our system of schools. The discrepancy may in fact be very great, both nationally and internationally. As the chairman of the 1967 Williamsburg International Conference on the World Crisis in Education, James A. Perkins of Cornell, said, 'There is indeed a crisis in education's ability to match performance with expectations.' At the same conference President Johnson said, 'One lesson of our experience in economic and social development is clear: Education is the greatest bottleneck.' Johnson was not expressing lack of confidence in education's ability to match performance with expectations, of course. He merely meant that, like Christianity, it hasn't yet been tried."

NEWSWEEK education editor Peter Janssen told participants that Sputnik proved to be an irritant to the American public, and citizens began to ask what public education was all about. Add to this factor competition for college of post-war babies, "rapid evolution of the civil rights movement, the public discovery of the poor, a rise in technology, and revolutions in the street," said Janssen, "and the social urgency of public education has been firmly established in the public mind.

"But, the revolution in education caught us all — educators, the press, society tragically unprepared. The leadership of many large education organizations was not willing to join the spirit of the new programs. Bureaucracies of administrators and of teachers in the cities and states had their own interests to protect, their own programs to advance. Further, the 'revolution' produced no immediate victories; instead, it yielded a tremendous cost. As a result, the revolution has almost been stillborn. Indeed, the ability and the desire to mount a national effort is so dissipated that John Gardner says that the pieces of education revolution are lying around unassembled. Perhaps we really don't know — or understand — enough to put the pieces together in a significant fashion."□

"But something is happening and you don't know what it is, do you Mr. Jones?"

...Folksinger Bob Dylan

The Real Source of the Problem

Why is it, as Stanley Elam has suggested, that the public esteem for education as a concept is not the same as esteem or respect for education as an institution?

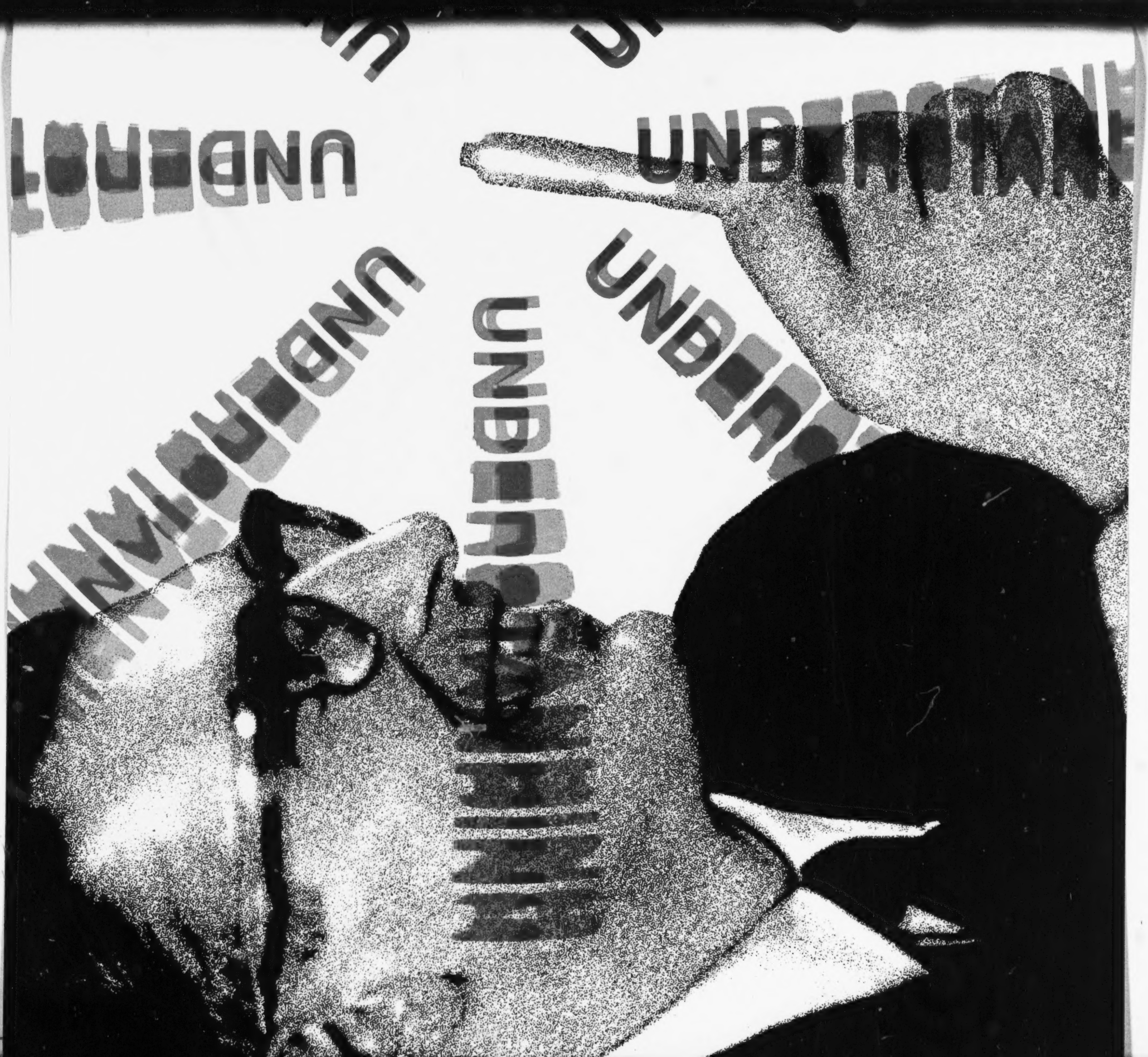
Peter Janssen thinks it's because different segments of the public have decidedly different views of what the role of schools should be, and these groups are not always sympathetic to other points of view.

"Low-income Negroes in urban ghettoes, awakening to their own power, want the schools," said Janssen, "to compensate for centuries of slavery and discrimination. These parents — angry and hostile — cast off tired programs, they reject hastily-applied labels, they no longer accept the view that their children are 'culturally deprived.' Instead, they insist that the schools themselves are culturally frozen and sterile, that it is the institution that has failed, not the children. They want to reshape the institution, to hold it accountable for its products. Communicating with this group, which ranges from black nationalists to middle-class Negroes who can't escape the ghetto, is extremely difficult — for the press and for school officials. These parents usually don't read newspapers, they don't go to PTA meetings. Ironically, they do understand what public education is — and what it has done to their children. But such knowledge does not come from us.

"The next segment of the public is made up of lower-middle-class whites who often are bitterly antagonistic to Negroes and who look to the schools for upward mobility in a time when such movement is restricted by technology. This group is often distrustful of the press, thinking that the press overemphasizes the plight of the Negro. But they are more receptive to communications from school officials. They probably well understand what they hope the schools will provide for their children; I doubt that they understand as well as the ghetto Negro the real nature of the schools today.

"The largest group, of course, is the white middle-class — the parents who read newspapers, watch television news programs and read news magazines. Relatively well-informed, and highly motivated for their children, they offer the choicest targets of opportunity for the press and the schools alike. They want to know what's going on. They are sophisticated enough not to believe everything they read or hear. But they accept the basic function of the press — to inform the electorate — and they are educated enough to understand the plight of school administrators. These parents are the backbone of the PTAs, the school volunteers, the public opinion in a community. Their presence and support will, in the eyes of many, determine the desirability of the school system.

"Does this last, large public understand what public education is today? Does it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"Educators have a false impression about their ability to communicate"

look beyond its neighborhood school? The answer relates directly to whether the press (since the press provides most of them with most of their broad information) understands what's happening. One of folksinger-philosopher Bob Dylan's most popular lyrics is 'But something is happening and you don't know what it is, do you Mr. Jones?' I think that sentiment fully applies to public understanding of public education today."

While differing perceptions of purposes of education have undoubtedly fogged the public's understanding of where education is and where it's going, educators themselves may have contributed to the confusion.

Floyd Christian told conference participants, "As difficult as it is for me to admit, our professional characteristics are a handicap to effective communications. The experiences, attitudes and habits of professional educators do not lend themselves to a free exchange of ideas and information with their three most important audiences.

"I think I can identify five characteristics of professional educators that support my reluctant conclusion that we are poor communicators.

"First, educators have a false impression about their ability to communicate. This is easy to understand. We all recognize that education is primarily a communications experience — a process for passing knowledge from one generation to another — but many of us assume we are communicators by the mere fact that we are educators. Naturally, we find it difficult to even consider the possibility that we are not capable of gaining support for new ideas and new programs. Our first

impulse is to reject the idea that we are not effective communicators.

"But many of us fail to realize that communications is not concluded when knowledge is disseminated. This is only one-third of the process. Communications involves disseminating information, getting a response and evaluating that response.

"Second, educators are not accustomed to competing for people's attention. If any group has ever been provided a captive audience, educators have. Students of all ages come to our schools, colleges and universities seeking knowledge and guidance. In many instances, the desire to hear our message is so great we are forced to limit the size of our audiences. Frequently, we establish high standards to discourage many who want to hear us but have not achieved academic excellence.

"We have enjoyed the luxury of sitting back and waiting for our publics to come to us for so long that we are reluctant to take the initiative and advance an idea in the face of competing voices. Many veteran educators find it distasteful to enter the public arena and challenge special interest groups for the right to be heard.

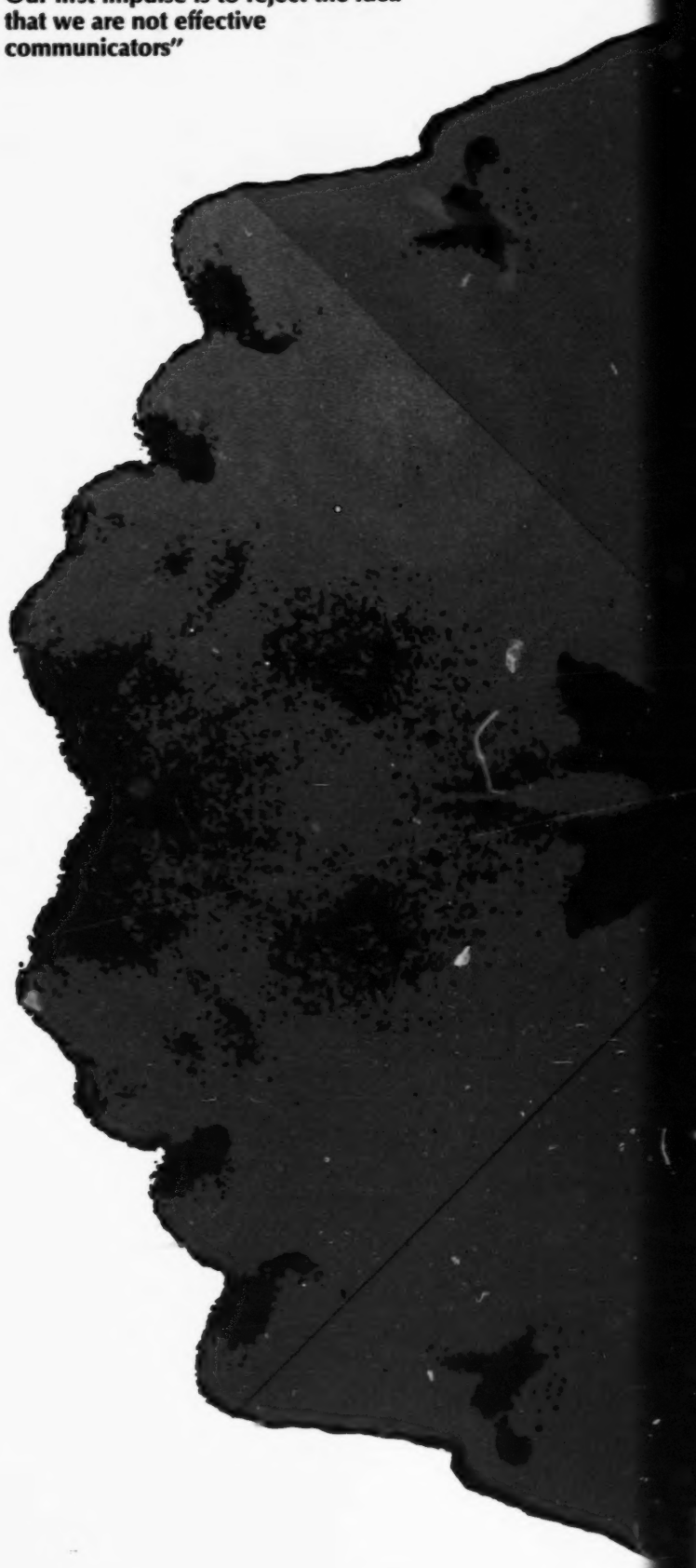
"Third, many educators operated in obscurity for so many years that they were completely unprepared for the public's recent but accelerating interest in their activities. They consider it inappropriate that their activities should be held up for public scrutiny.

"Fourth, educators have such a high regard for their colleagues' professional ability that they unconsciously minimize the value of outside opinion. All too frequently, we make decisions based entirely on the judgment of those within our academic circles.

"The fifth characteristic of a professional educator that inhibits effective communication is one that requires our immediate attention. I refer to the regrettable fact that most professional educators — particularly those in administrative positions — have little communications experience and almost no meaningful communications training.

"During the five to seven years that we train for positions of leadership, only a few of us have ever been exposed to a basic course in communications. We earn our degrees, step into positions of leadership, and begin a battle of survival without adequate preparation in the all-important area of communications."

"Our first impulse is to reject the idea that we are not effective communicators"



"Most professional educators have little communications experience"

If one accepts the assumption that public understanding of education's goals is essential so that schools can continue to reflect the needs of society, then major attention must be given to the public's perception of the roles of schools — as described by Janssen — and the limited communication bent of educators — as described by Christian.

But what of the circumstances in which we will likely find it necessary to devote this attention?

Gordon McCloskey, education professor at Washington State University, forecast the communication climate we can anticipate in the next several decades. He suggested we should assume:

1. That free speech and government by freely elected representatives will continue;
2. That the task of creating and maintaining public understanding and interest will grow more complex;
3. That public and private costs of education will continue to rise, and probably more rapidly than costs for other services and products;
4. That local and county governments and school districts will continue to become more interrelated;
5. That finances available for education will increase;
6. That the public desire for more adequate educational services can be activated through modern communication; and
7. That a potential for expansion of public concern and controversy exists, and how educators nurture this potential will determine whether educational development will be retarded or stimulated.

McCloskey implied, by his selection of factors, that educators cannot expect a status quo situation — they must hop on the bandwagon or see progress bypass them.

As Floyd Christian put it, "We no longer have a choice of deciding if we will communicate with our critics. The only choice left to us should be obvious. We have the prerogative of initiating a program that will equip us to communicate more effectively or we can enter the sensitive arena of public opinion with little hope of winning.

"We have the resources and the talent necessary to produce communications-conscious educators. We now must commit these resources and this talent to the task at hand." □

Training Educators to Communicate

Floyd Christian feels that "To fulfill our responsibility to the American public and at the same time maintain our leadership role in education, we must (1) provide communications training for prospective education administrators and (2) employ knowledgeable communications specialists to help us accurately reflect our problems, activities and goals."

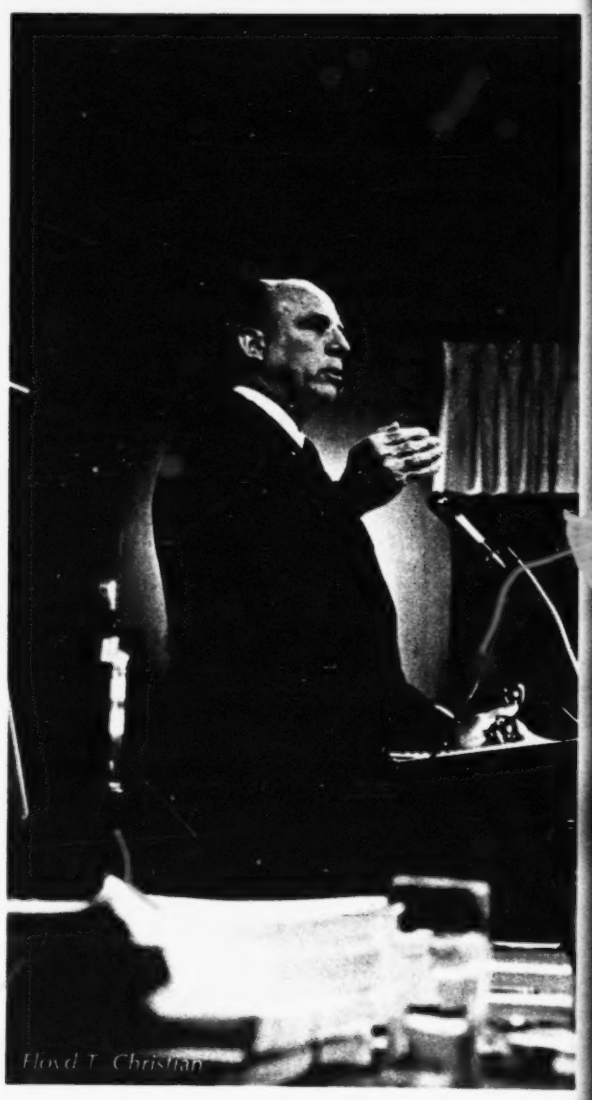
Stanley Elam says that, "Communications theory is a new discipline, advanced beyond the seat-of-the-pants stage only within the past 25 years by such men as Norbert Weiner, Wilbur Schramm, Bernard Berelson, and Carl Hovland. I don't propose that all school administrators study communications theory in great depth, but certainly all of them need to absorb basic communication concepts, for example, those summarized by Gordon McCloskey in his book on *Education and Public Understanding*. Beyond this, the crying need is for every major school district to find or train an assistant superintendent who knows how to put these principles to work in a school system. This man and his assistants should know how to develop lines of communication between and among the school and all the publics with which the school is concerned."

The question, then, is how?

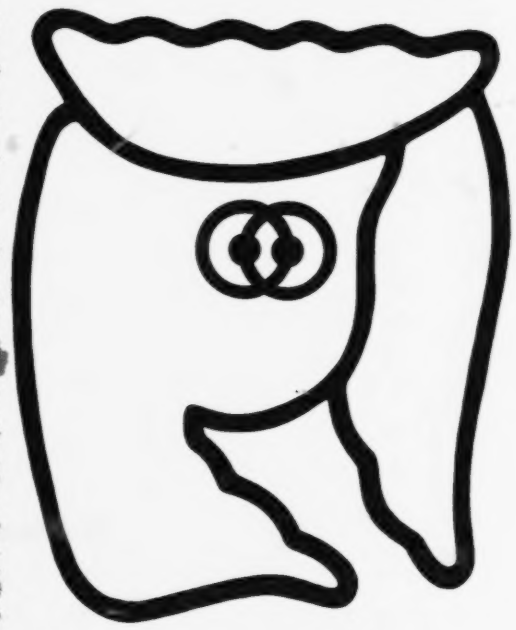
Conference participants met in a number of discussion groups to consider various aspects of training. Group I considered programs for school administrators such as superintendents and principals and proposed a number of needs which training programs should fulfill. This group suggested that educators need to:

1. Develop appreciation for the right of people to know and to participate.
2. Develop an understanding of their need to communicate.
3. Develop an understanding of audiences or publics with whom they need to communicate.
4. Develop an awareness of communication channels, strategies and techniques.
5. Develop an awareness of what needs to be communicated.
6. Develop a sensitivity toward future social issues, forces and trends that have implications for public education.
7. Develop understanding of two-way communication channels.
8. Develop a will to secure feedback, and then obtain it, analyze it and utilize it.
9. Develop comprehension of possible services communications specialists can provide.
10. Develop personal competence in one specific vital area of communication — oral presentations before live audiences, television, or radio and film.

Group I recognized that no single discipline could satisfy these needs, and suggested that an interdisciplinary approach be used at all levels — undergraduate, master's, Ph.D. — as well as workshops, conferences, internships, and other activities stressing the fact that "communication skills are learned through doing." □



Floyd T. Christian



Scott Cutlip: The starting point for a good educational public relations program is the chief school executive. Public relations must come from the top. You've got to bring today's superintendents and principals back to school for inservice or refresher programs to convince them that public relations in this day and age is essential.

Floyd Christian: A school superintendent who doesn't keep his teachers well informed about what's going on in that school system is a failure.

Aaron Cohodes: I hope the assumption is not that good public relations is going to be the solution to poor public education. Good public relations can never substitute for poor performance, and that's the opinion a lot of schools are stuck with in the view of some of the public. A better place to start is with day-to-day performance and with concern for the impression the public gets when it deals with school custodians, teachers, secretaries, receptionists, administrators, and students.

Viener: I'd like to tell you about the time I went to our school board to ask for some really important things like increased library facilities, better counseling space, and a number of other things. I mentioned in passing that if they were going to do some renovation at a particular high school, they might think of installing a ladies' room on the second floor where there was none. So the local paper's headline to this story read "Civic Worker Wants More Teacher Toilets."

"Lead the way and we'll precede."

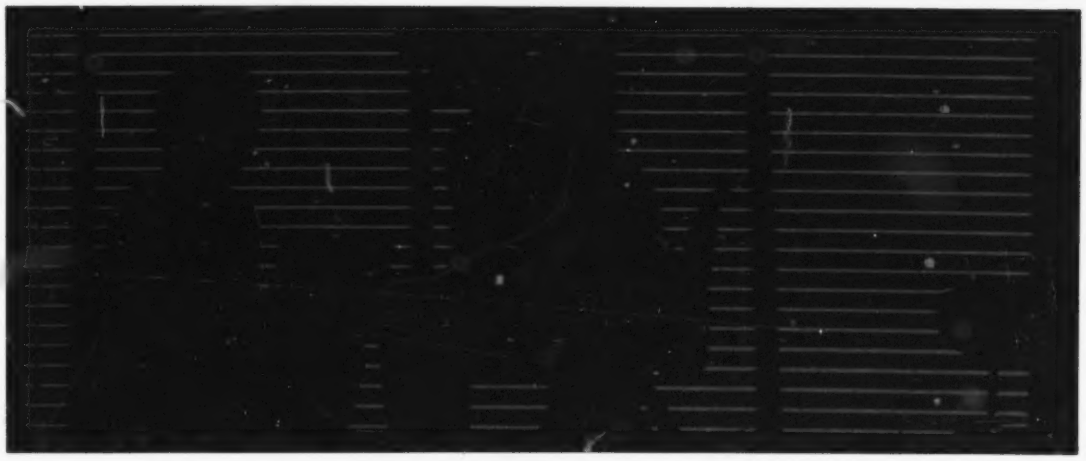
... Mrs. Malaprop in "The Rivals" by Richard Sheridan

Max Abbott:
I'm inclined to the point of view that most education courses tend to be designed to tell people how they should think about education rather than to help them analyze and understand in a more scientific sense. What we tend to do through the typical university structure is develop trained incapacities — we increase the capability of people to look at phenomena in one way but decrease the ability to look at it in other ways.

W. C. Clark:
My concern in joining together education and journalism departments in universities to make better educational administrators and journalists is that we don't encourage the blooming of a whole new host of publications by school systems and educational organizations. Educators ought to be encouraged to use established media, not only daily newspapers but weeklies and magazines and other kinds of media already in existence.

Louis Ingelhart:
Virtually all administrative people in schools should be inculcated with two understandings. Maybe the most important one is an understanding of the role of society's mass media.
Then, they need an understanding of public relations — that public relations is not just an information-giving operation but information giving and receiving in an effort to align the structure of the institution with the needs and demands of our society.

Lindley Stiles:
We have needs for three kinds of training: one, for school administrators for orientation in communication; two, for educator specialists in public information; and, three, for media specialists in education.



Training Educational Communication Specialists

The second group of Palo Alto conference participants addressed itself to the training of school communication specialists and came up with the following suggestions that such specialists, in addition to possessing skills essential for the several educators:

1. Should occupy a high-level position as a member of the administrative team.

2. Should serve as a primary contact with the community to describe educational programs and trends and serve as an interpreter of public reaction and opinion.

3. Should be well-versed in social analytical tools so that they can scientifically measure public opinion and knowledge about education.

McCloskey feels information specialists must possess a number of "operational capabilities" such as:

1. Thorough understanding of educational services, objectives, processes and potentials.

2. Well-developed ability to identify relationships between education and other human needs and wants.

3. Comprehension of functions and limitations of social conditions and trends.

4. Familiarization with political structures and decision-making processes.

5. Comprehension of ethical public relations theory and practice.

6. Understanding of how people respond to communication messages.

7. Knowledge of how people change their opinions and attitudes.

8. Awareness of how goal perception affects acceptance or rejection of new facts and ideas.

9. Comprehension of the function of reward and threat in message content.

10. Awareness of the nature and function of rumor.

11. Knowledge of the process of public acceptance of new ideas or procedures and how planning should be affected by this knowledge.

12. Ability to work cooperatively with teachers and other education leaders, community leaders, mass media personnel and others.

13. Knowledge of how leadership can be developed in others.

14. Comprehension of how civic and advisory groups can be effectively involved.

15. Understanding of media functions, operations and limitations.

16. Ability to code messages which will attract attention, arouse interest and evoke action.

Charles Duncan, dean of faculties at the University of Oregon, feels that before getting down to the hammer-and-nails questions of course work, a number of prior questions merit serious consideration.

Among the questions Duncan suggests are:

1. What should be the terminal degree for a graduate program in educational communication — master's or doctor's?

2. Where in the university should the program be centered — the school of journalism? Education? Both? Neither?

3. Which would be most desirable as an academic undergraduate background for candidates — a journalism major? Education? Other?

4. Given the identification of certain courses or major fields as desirable background, would they be required or merely preferred?

5. What about non-academic background? Should professional experience of some kind be a prerequisite? If so, what kind? Journalistic? Teaching? Public relations? And how much?

6. How would you identify or describe the degree-holder: As a journalist with special training in education, or as an educator with special training in journalistic knowledge and skills? And what about titles: Education Information Specialist? Educational Publicist?

7. After the degree, what? This is a question of utmost importance, one that should be looked into as carefully and candidly — and as early — as possible. What would be the employment opportunities for the graduates? Who would hire them? School districts? State departments of education? Newspapers and other media? Could they go out and "set up in business on their own" as consultants, beholden to no agency, institution or employer?

8. Another bedrock question: Where and how would candidates for this program be recruited? With what immediate incentives would they be attracted?

9. As for long-range incentives, this gets to the question of career opportunities. Would the kind of work the graduates enter be sufficiently rewarding and challenging to constitute a career in itself, or would it more likely be a stepping stone

"What do we start with and where do we want to go?"

to something else?

And, as anyone familiar with contemporary university life knows, Duncan says, graduate students — *good* graduate students — don't simply come for the asking any more. A graduate program that doesn't offer fellowships, grants, or stipends of some kind usually goes begging for takers, or must settle for something less than top-quality material. What this means of course is that any program of the sort under consideration must have the assurance of generous financial support or be foredoomed to failure.

Duncan suggested not only these preliminary questions, but went on to say:

"Without attempting to map out such a curriculum down to the last credit hour or requirement — indeed, it would seem to go without saying that a generous measure of flexibility would be an indispensable feature of the study plan — let us consider what the main outline and principal ingredients of the program might be.

"For the purposes of this consideration, it is assumed that we are talking about a master's degree program requiring not more than two years to complete.

"The first problem encountered in considering curriculum is the awkwardness which arises from the absence of a clear idea as to (a) *what we start with* in the way of students — their backgrounds, skills and aspirations — and (b) *where we want to go* in the way of competence goals and career objectives.

"It seems improbable that a given candidate would enter the program equally well-equipped by virtue of previous training, experience and interest in the fields both of education and journalism. The candidate is more likely to be, at the outset, more oriented toward one or the other.

"The first task in curriculum-building would thus appear to be the delineation of minimal requirements in these two fields.

"The second task in planning the curriculum is, if anything, more difficult. This is the job of identifying, selecting and, if necessary, inventing the actual courses and other requirements which would constitute the body of the curriculum. What, in other words, would we actually teach these students?

"Further, we must not lose sight of another and really more fundamental aspect of this whole matter of sub-structuring — i.e. the

question of who will employ these graduates: the education establishment or the media establishment? To sharpen the question by using specific illustrative position titles, will the graduate of this program be expected to become the director of public information for the Vermont State Department of Education or education editor of the Cleveland Plain Dealer?

"It seems hardly necessary to add, though it may be well to do so in order not to lose sight of something that should be plainly evident, that our curriculum would not be made up exclusively of material taken from schools of journalism and education. An advanced-degree program designed to turn out public information specialists in the field of education calls for more breadth and depth than can be expected from mixing equal parts, or even unequal parts, of journalism and education courses. This can be said without disparagement of either field. It is said, rather, in recognition of the difficulty and complexity of the jobs that await our specialists.

"It will be the rare candidate indeed who brings into this program from his undergraduate days an adequate background in the numerous disciplines that bear upon the problems facing education — and thus the education informationalist — today. Minimally, these would include psychology, sociology, political science, economics and public administration. Ideally, appropriate courses in anthropology, business administration, law and history should be added. Which courses in these fields and in what proportion to the essential professional courses are questions that cannot be answered here, but answered they must be.

"To recapitulate, the curriculum can be seen as consisting of three main elements:

(1) Minimal requirements or prerequisites. These could be integral in the program or be designated as necessary for admission.

(2) Principle professional courses, drawn (perhaps with some modification) from existing curricula in journalism and education. These courses might be designated as the core curriculum.

(3) Supporting courses from appropriate outside but relevant disciplines, such as psychology, sociology, economics.

"Formidable as the assignment appears to be at this point, there is a missing element that merits consideration in the planning process. Conceivably, it is most important of all.

"The missing element is: a *searching and critical attitude toward education.*

"Running through this whole new graduate program for public information specialists in education let there be a sustained note of healthy skepticism, of tough-minded inquiry, of probing and testing, of curiosity about different and better ways of doing things, of enthusiasm for the basic premises and the promises of American education but of unwillingness to assume the premises have been fully developed or the promises fulfilled.

"Whence will come this questing spirit? Who will infuse the students with it and by what means? Candor compels us to admit that it is not likely to be found inherent in many of the existing courses in the education and journalism curricula to which we must look as primary resources. The need to 'invent' some courses has already been suggested. This may be, in part, where the inventiveness comes in but it would be an error of naivete to suppose the necessary ingredient can be supplied by thinking up some now non-existent three-hour courses in Critical Attitude I.

"This line of thought suggests, in conclusion, that no part of the proposal before us is more important than the definition of the goals. Surely we are not willing to assume, as a point of departure, that there is nothing wrong with education in the United States that a first-rate job of public relations — public information if you insist — wouldn't fix.

"Surely we are agreed that the challenge facing the graduates of any acceptable program that might take form will be, among other things, to study education, to analyze it, to search out and identify its strengths and its shortcomings and to seek ways, through the vehicle of public information, of capitalizing on the former and remedying the latter.

"Given such a concept of the job to be done, and given employers — be they state departments, school districts, newspapers or something else — willing to take on the graduates of a program such as has been here outlined — willing to take them on and give them running room, let it be added — the difficult, frustrating and exceedingly challenging assignment of planning a graduate curriculum to that end would appear to be a job well worth tackling." □

"The missing element is a critical attitude toward education"

Charles T. Duncan

Cynthia Parsons

小鶴採用も決定

後藤、川崎はファーム落ち

首脳陣を大改造

長谷川氏、交渉は"安芸"終了後

小玉、野上も合流

活気の阪神・安芸キャンプ

"All I know is what I read in the newspapers."
... Will Rogers

What About the Education Reporter?

An analysis of needs for undergraduate and graduate training school programs for educational communication would be incomplete without attention to a significant agent of communication between school and community — the education reporter.

Not only does this person affect the local educational communication climate, and thus, as conference speakers have indicated, is an important factor for school administrators and public information specialists to consider, but the education reporter has to be trained for his job too.

Directing his attention to needs in this area, Peter Janssen told conference participants that the current trend in newspaper and print-media education reporting is toward specialization — assignment of reporters to the education beat full-time.

However, two problems exist, says Janssen, and they directly influence training programs for education reporters. Specialization is often more hope than reality and the selection of such specialists is often haphazard at best.

Add to these problems the fact that "few education writers have been trained as education writers. Most of us come from liberal arts and broad journalism backgrounds.

"My experience is typical," says Janssen. "As an undergraduate history major I took two or three journalism courses and was bored to death, although I did enroll in an exciting summer program which involved working at television stations in a nearby city. I did get a master's degree in journalism, however, as a professional degree. Even there, the greatest value was

"When I started covering education in Philadelphia I didn't even have a list of telephone numbers"

outside the classroom, working full-time one quarter for a local wire service in Chicago covering everything from the Cook County morgue to city hall and federal courts. I think such first-hand experience is terribly valuable to a journalism student. I was then hired as a general assignment reporter in Philadelphia, covering everything there for about two years. I also think my experience was typical when I started covering education in Philadelphia. I had no training, no directives, not even a list of telephone numbers."

However, Janssen believes that "most reporters, while welcoming more initial direction and help than they now receive, would not want specific education training to prepare for an education beat. To be useful to our readers, to maintain the watchdog function of the press, we need a broad understanding of social and political problems. To a large degree, we need a detached, outsider's view of our specialty.

"I occasionally feel a lack of expertise in my education reporting when writing about reading systems, for example, or methods of grade reorganization. But most of our stories are about school and society, not about how to teach something. I doubt that there is an education course in the country that would help me cover the Free Speech Movement, the radical left or a teachers' strike as much as a course in sociology, political science or labor relations.

"A good education reporter, I think, is above all a good journalist, preparing for his subject in the same manner as he would prepare for any other subject. Certainly, he needs help at first — but much of his training will come as he reads, covers meetings and interviews the personalities involved in his field. After six months, a good education reporter should be as familiar as the superintendent of schools about school policies. He should be more familiar than the superintendent with school problems, since he should be touching many more bases. And a really good reporter should be familiar with solutions to those problems — hopefully gained through his own exposure and through a process of self-education. I think the process of informing the public about school affairs would not be greatly improved by creating education courses for education writers."

Janssen's opinion was amplified by a number of conference participants in Group III assigned to the area of training education reporters. The group stated:

1. We believe that future education writers should have a broad, rather than a specialized undergraduate education; an education designed to develop abilities to think, probe, and communicate clearly. Specialization should come in graduate schools in areas of students' major interests.
2. We believe that print and electronic media should cooperate with higher education institutions to provide internship programs so that undergraduate students can obtain experience in education reporting.
3. We believe there is a clear need for publishers and radio-television station and network managers to support programs of continuing education with colleges, universities, and other institutions to strengthen the professional competence of education writers. These programs could include special topic seminars, workshops, and short courses.□

Cynthia Parsons:
If you have a concern for good education reporting, it may be that you should not go to the reporter but to the city editor, the one who makes the assignments. I think it would behoove schools of education and journalism to run seminars for city editors, to teach them what education reporting is all about.

Peter Janssen:
The press and the schools have deep conflicts. A basic drive of the press is to be competitive, to be first with the most. This drive for instant information — or instant action — will continue regardless of any cooperative educational programs; it's the very nature of the beast.

Richard Gray:
We have been asked to accept the fact that most education writers will not be covering education for the rest of their lives. But can't we develop some kind of meaningful training program that would prepare people to say, "This is worth dedicating my life to. I don't want to move up to the city editor — it is enough for me to be the best education writer in the country and help solve some of the crucial problems before us."

Donald McCarty:
We need professional education reporters who know rules of ethics — that is, who have learned how to look at all the data and see the whole picture. If educators are going to tell the truth, certain things will be said which could do great damage to an organization if not reported correctly. I don't think very many administrators would hesitate to level with a reporter who uses good judgment.

Floyd Christian:
What disturbs me about newspapers is that we get the most glowing comments about schools in editorials and then we are torn to pieces in news columns. Editors and publishers support good schools and then some inexperienced education writer doesn't know how to write meaningfully about education.

G. K. Hodenfield:
When you speak of education being reported only in terms of crises, I think you're overlooking one major fact of newspaper life in this country. The front page in American newspapers is the crisis page — the blood and guts page — and when you see education mentioned on the front page, the story being covered really isn't education but a story of a crisis. Most of today's good education reporting won't be found on the front page — it's back in the paper. And don't assume people only look at the front pages.

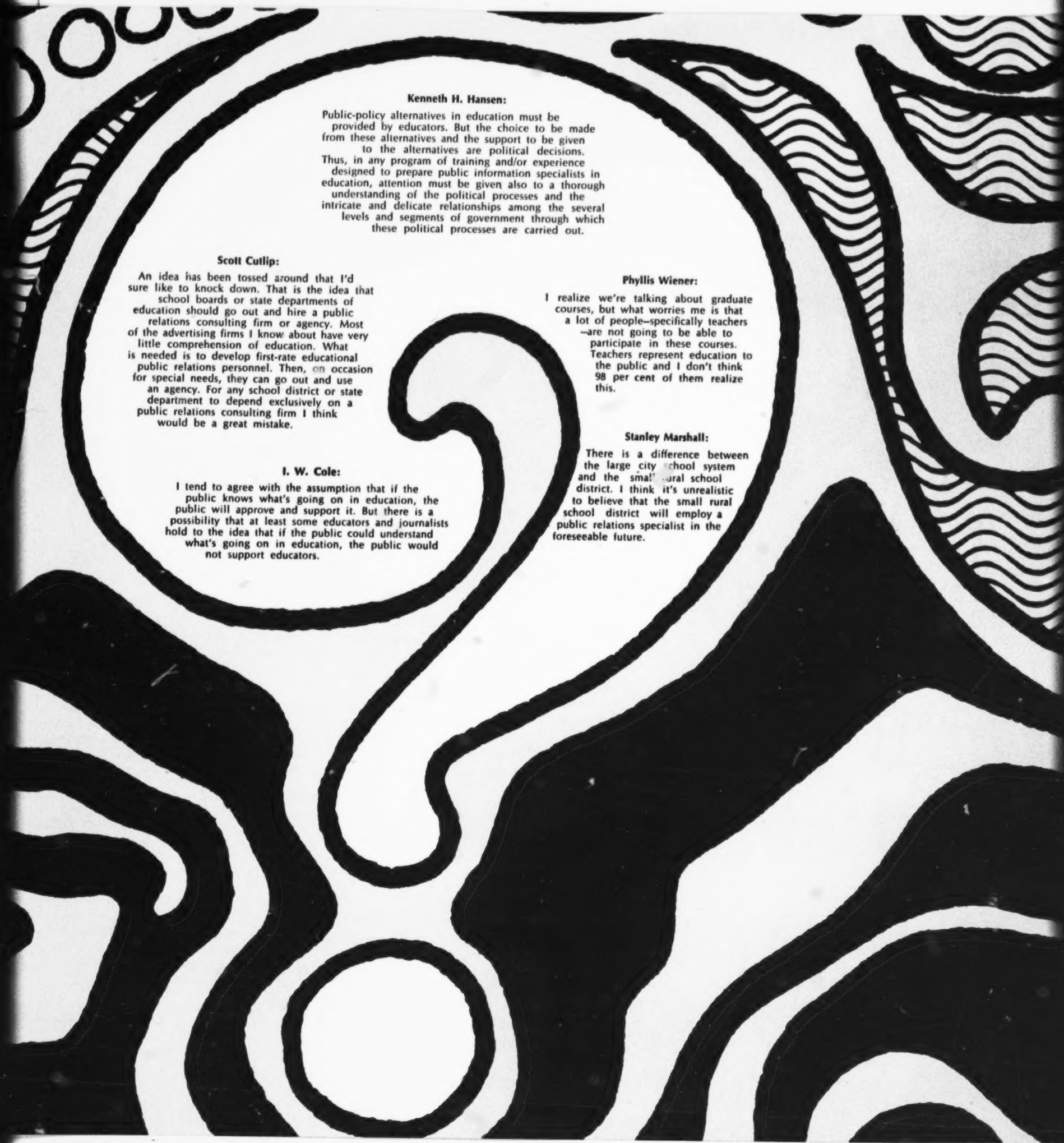
"To get rid of submarines? Boil the ocean. How you boil the ocean is your problem."

... Mark Twain

How Can Suggestions Be Implemented?

The "water-boilers" of the conference were group members assigned the general topic of "resources" – how to implement the recommendations suggested by the other groups. This group said the following:

1. We recommend that state departments of education, the U.S. Office of Education and other federal agencies maintain, continue and expand financing Project Public Information beyond June 1968 so that current programs and activities can be maintained.
2. We recommend that funds for Project Public Information be increased so that pre-service, in-service, experimental, or pilot training programs in educational public relations can be underwritten.
3. We recommend that the scope of Project Public Information be expanded and extended to school systems and institutions of higher education.
4. We recommend that state departments of education and institutions of higher education give high priority to developing training programs, research, and services in the field of educational public information. Graduate schools should recognize this area as having a high priority in the awarding of grants, fellowships and scholarships.
5. We recommend that state departments and higher education institutions seek funds through appropriate federal acts, regional laboratories, foundations, business and industry, and other sources for pilot programs in public information.
6. We recommend that one or more research and development centers be established, under Title IV of the Elementary and Secondary Education Act, in the field of educational public information.
7. We recommend that existing higher education programs in educational public information be identified and elevated so that they can serve as models or pilots for other universities and colleges.□



Kenneth H. Hansen:

Public-policy alternatives in education must be provided by educators. But the choice to be made from these alternatives and the support to be given to the alternatives are political decisions. Thus, in any program of training and/or experience designed to prepare public information specialists in education, attention must be given also to a thorough understanding of the political processes and the intricate and delicate relationships among the several levels and segments of government through which these political processes are carried out.

Scott Cutlip:

An idea has been tossed around that I'd sure like to knock down. That is the idea that school boards or state departments of education should go out and hire a public relations consulting firm or agency. Most of the advertising firms I know about have very little comprehension of education. What is needed is to develop first-rate educational public relations personnel. Then, on occasion for special needs, they can go out and use an agency. For any school district or state department to depend exclusively on a public relations consulting firm I think would be a great mistake.

I. W. Cole:

I tend to agree with the assumption that if the public knows what's going on in education, the public will approve and support it. But there is a possibility that at least some educators and journalists hold to the idea that if the public could understand what's going on in education, the public would not support educators.

Phyllis Wiener:

I realize we're talking about graduate courses, but what worries me is that a lot of people–specifically teachers –are not going to be able to participate in these courses. Teachers represent education to the public and I don't think 98 per cent of them realize this.

Stanley Marshall:

There is a difference between the large city school system and the small rural school district. I think it's unrealistic to believe that the small rural school district will employ a public relations specialist in the foreseeable future.

Establishment of Standards May Force Issue

Lewis Applegate
Chairman, Special Study Committee
National School Public Relations Association

In New Jersey, where I am public relations director of our state education association, we can point to only one full-time school public relations professional in the entire state — the seventh largest in the nation. We have 600 school districts, and most of them need much better public relations counsel than they are now receiving.

NSPRA is concerned with this type of situation nationwide, and recently appointed a three-man committee to look into the possibilities of establishing standards in the school public relations field.

We seem to agree that three major concerns need attention:

1. What kind of public relations program should a school district or educational organization have? What purposes should such a public relations program serve?

2. What qualifications, abilities, and talents should the director of such a program possess? What other people would be necessary for the operation of such a program?

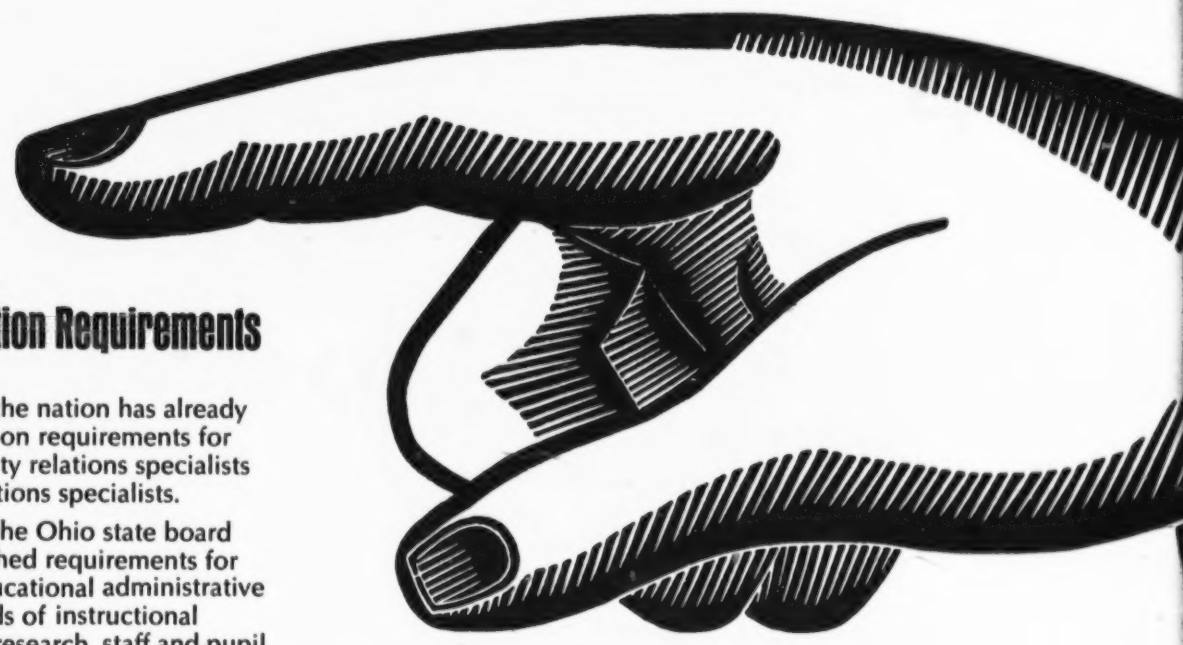
3. What should be the relationship of such a program to the organization's governing body, its administration and staff? To agencies and groups outside the organization?

We are now working on these three concerns — program, people, and relationships — and will have a number of recommendations to present to NSPRA in the near future.

It is our intention that NSPRA will finally adopt a statement of recommended minimal standards for the establishment, operation, and evaluation of public relations programs for educational organizations.

We would hope these standards, arrived at in cooperation and consultation with representatives from all aspects of the educational community, will be of help to higher education institutions in developing training programs.

In the meantime, we plan to keep abreast of new and enlarged university curricula in this area. □



One State Has Set Certification Requirements

At least one state in the nation has already established certification requirements for school and community relations specialists or school public relations specialists.

As of January, 1964, the Ohio state board of education established requirements for five categories of educational administrative specialists in the fields of instructional service, educational research, staff and pupil personnel administrative services, and school and community relations.

Harold Van Winkle, professor of journalism at Kent State University, says that, after the certification requirements were adopted in 1964, his institution began preparing curricula for programs of study leading to the master's degree and to a certificate of advanced studies or the sixth year of study in school and community relations.

Kent State's curriculum went into effect in September, 1967, with several students enrolled in the program, Van Winkle says.

Kent State's program is interdisciplinary in approach, with many university departments represented in the curriculum. Course work includes focus on education, public relations principles and techniques, writing and speaking, social organization and the nature of communication, mass communication theory and methods, and research.

No one in Ohio has yet been certified as an educational specialist in school and community relations, but Kent State expects one of its graduates to obtain certification in the near future. □

"We have already held joint meetings of representatives from our journalism department, school of communication, and college of e

In the Meantime, What?

Even if all the assumptions suggested at the beginning of the conference were accepted, and even if the need for professionally trained educational communicators were widely acknowledged, it still would be several years before any appreciable number of graduates would be available for employment.

What to do in the meantime?

One group of participants were assigned this question and came up with these recommendations:

1. Educators should expand their use of educational television as much as possible, help more people understand what ETV is and what ETV can offer them.

2. Education should teach about education in schools. There is a great need for people to understand what education is, how it operates, what they can do to make it better.

3. Educators need to devise special systems or programs to contact and alert school districts and organizations on the verge of trouble or difficulty about what they might do to avoid difficulty or prevent it.

4. Educators need to develop cooperative assistance programs through which consulting, planning and operational services in the field of educational communication might be made available on a long or short term basis. One way to do this would be to form state councils with advisory groups and special task forces to attack problems in local organizations. We feel these groups should be composed of school public relations specialists, representatives of schools of journalism and education, lay community leaders, and school administrators. We feel state departments of education are in the best position to coordinate such councils.

Through implementation of these four recommendations, educators could bring at least temporary relief to needs in the educational communication field.□

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Walter J. DeLacy Penn State University: We are holding a conference soon at Penn State at which time we want to discuss the need for school administrators to work with representatives of various information media. I have already met with representatives of our speech and journalism division and made arrangements for our doctoral candidates in educational administration to take minors in speech or journalism so that they might be able to make communication one of their specialties.

Wilmott Ragsdale, Director – Specialized Reporting Program School of Journalism, University of Wisconsin: The University of Wisconsin has begun a new program for specialized writers, and seven applicants have been admitted for this first semester. One of the seven has chosen education as his specialty. We are cooperating with the university Education Policies Department in planning this student's course work. He will take half of his work in the education department and the other half in the writing seminar.

Lloyd Isaacs, North Carolina Education Association: I think the book "The Present State of Neglect" is excellent, and I am using it as a springboard for a series of state-wide meetings in cooperation with the University of North Carolina School of Journalism and this area Regional Educational Laboratory.

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Samuel Goldman, Chairman School of Education, Syracuse University: Syracuse University has developed a minor program in school community relations in the school of education. The four doctoral candidates now in the program have developed their minors from courses such as communications theory, research and research methods in communications, government publicity and information, relations workshops and seminars. In addition, students have experience in news writing, advanced public relations theory, and public editing, journalistic photography, and the use of media.

IN THE MEAN TIME WHAT

suggestions made in Dean Stiles' booklet and at the PPI-Stanford University Conference." Thomas D. Horn, Professor, College of Education, University of Texas.

Malcolm MacLean, Jr., Director School of Journalism, University of Iowa: We are planning to hold a number of meetings soon to examine the kinds of programs which would be best for training high level educational communicators. We have very good relations with representatives of our college of education and will be working together with them. We are concerned with providing fellowships, stimulating research programs, and developing measurement methodology in this field. I think in the next two or three years we should have a full program in operation.

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Research Needed

One group of conference participants met to consider areas related to research in the field of educational communication. Three recommendations for research emphasis were suggested by the group:

1. There is a need for publication of findings on current research in the field.
2. There is a need for training of educational communication specialists to use research. Specialists should know research methods, possibilities, limitations, and procedures.
3. There is a need for research on specific problems related to the recruitment, training, and employment of communication specialists. Questions which should be given attention in such research include: where potential specialists are to come from, how appropriate curricula will evolve, what financial resources are available, and where graduate specialists will be employed.

The group recommended that this research should be commissioned on behalf of the field as a whole. □

One University's Reaction

Louis E. Ingelhart
Chairman of Journalism Instruction
Ball State University

Arrangements are currently under consideration at Ball State University to establish a master's degree major in educational public relations. For some time the University journalism instructional program has been looking toward graduate work in public relations in general and for educational public relations in particular.

The PPI-Stanford conference provided an impetus from which it has been possible to outline a master's degree major in educational public relations which will follow in general the advice and viewpoints expressed at the conference by several participants. It probably will take most of the current academic year to polish the structure of the program. Nevertheless, it is the hope of the journalism section and the department of speech and journalism in cooperation with the Teachers College to offer such a program to graduate students in the near future. We have found the Stiles report to be helpful in discussing educational public relations educational needs and we probably will need to refer to the report several times before our program is adopted.

It appears now that the Ball State program will consist of about 16 quarter hours of basic required courses in public relations taught either in the journalism area or in Teachers College departments. An additional 8 to 16 hours of directed elective courses will be indicated so that some of the broader areas mentioned during the Stanford conference can be accommodated. Thus, the major will consist of from 24 to 32 hours leaving a margin of 13 quarter hours for undirected electives.

Discussions about this program are presently occurring between representatives of the Teachers College and the journalism department. When these are completed, the program will be referred to the University curriculum processing procedure for implementation. Hopefully the program will be fully established within the next few months from that standpoint. The problem will be to find sufficient funds to strengthen the teaching faculty for the program.

The work and influence of Project Public Information is such that it has been tremendously helpful in clarifying our thinking, encouraging us to proceed and focusing our attention on the planned programs. □

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Translation—Thought to Print

Conferences can be great, but one usually has to be there to learn much. As most directors of information can testify, translating a series of speeches and discussions into a meaningful, interesting, and stimulating publication is most difficult.

The conference which gave rise to this booklet provided a great challenge. Since the meeting dealt with improved communication, the publication itself had to be an example — in text, design, and illustrations — of good planning and execution. The publication also had to be printed in as inexpensive but as attractive a manner as possible.

Text Considerations

It was neither possible nor practical to print all the proceedings. Accordingly, selected portions were integrated into sequences allowing the reader to capture conference highlights.

The text was written for a definite audience — persons involved in planning higher education and persons who would profit from the establishment of new communication training programs.

Copy was also prepared with the 30-3-30 rule in mind. Advocates of this formula suggest that all publications be written for the page-flipper who may give 30 seconds, for the skimmer who is willing to spend three minutes, and for the in-depth reader who can devote 30 minutes or more to a publication. For this reason, cogent and humorous quotes were selected from

literature at large and employed as section subheads. Other quotes were pulled from the conference proceedings themselves and strategically placed throughout the booklet.

Design Considerations

The design firm, Brookson-Broenen, Inc. of Minneapolis, was entrusted with the job of integrating text and headlines with illustrations, color, type, design, white space, paper, and texture into a significant document.

White paper and black as the basic ink are the primary color elements. Using three 12-page signatures, it is possible to combine the white paper and black ink with two additional colors for each signature. This enables a four-color look at the expense of only three-color processing.

The booklet is designed in a series of double page spreads with paragraph carry-overs wherever more than one spread is required for a section. Focal points are selected from each section and amplified through original artwork, photography, or line drawings based on photographs.

For example, an artistic treatment of a photograph of a reporter, seen on pages 10 and 11, dramatizes the communications function he fulfills.

A "metamorphosis" concept is illustrated on pages 14 and 15, where a school desk — a symbol of education — is transformed in a series of steps into an owl — a symbol of wisdom.

Reporting of education by news media is represented on pages 20 and 21 by a large photo of a reporter at the conference juxtaposed with a reproduction of a foreign language newspaper.

A number of different treatments of photography are evident in the publication. On pages 2, 14, 19, and 22 straight halftone reproduction is used. In the photos on pages 4 and 8, middletones have been eliminated. On page 20 is an example of the use of a mezzotint screen, while on page 10 the same process is used with type. On pages 12 and 13, one section of a photograph is reproduced in a pinwheel fashion and then highlighted with a two color treatment.

The varying elements of the publication are made to work together. One example of a marriage of design elements is seen on pages 4 and 5. A piece of original art — Laurel and Hardy — is combined with a line drawing of children playing and a photograph of a girl at a blackboard. A "counterpoint" effect is produced through use of color to complement a one-line subhead and block of copy.

Several design elements are repeated, with modifications, throughout the booklet to give a feeling of consistency. The cover design also appears on the title page and mailing envelope. The inside cover's multi-faced photograph concept is used again on pages 12 and 13. The repetition of a photograph to form a pattern is a technique which appears on pages 8 and 9, again on page 22, and on the back inside cover.

Detailed examination of the design of the publication also reveals that attention has been given to needs for white space, change of pace, concept symbols, texture, color and type contrast, scale reduction and magnification, understatement and overstatement.

The design is combined with the text to meet the editorial purpose; that is, to capture the most significant ideas and thought of the conference in print.

To what exent this has been achieved can be decided only by the individual reader. □

Credits

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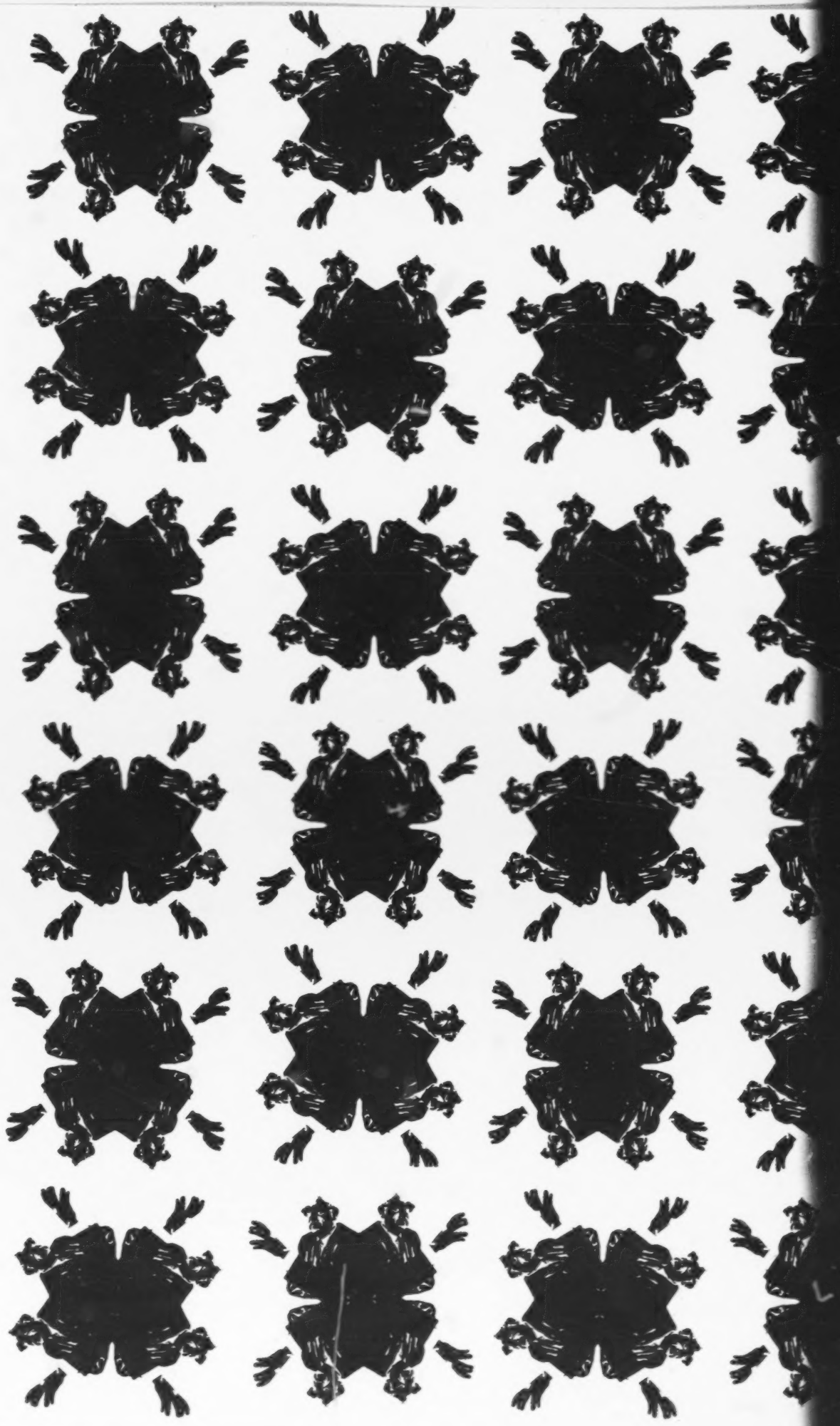

Conference report

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